

# Teacher-librarians leading and learning in ICT



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School. Jenny is one of five New South Wales senior trainers in the Intel® Teach to the Future program.

**I**n 2004, I became aware of the Intel® Teach to the Future professional development program. This innovative program aims to achieve effective integration of information and communication technology in our schools (Intel, 2006). As a result of becoming involved in this program, I have experienced a period of great professional growth, worked with many colleagues across the state, and travelled overseas as a senior trainer.

## Background

In July 2004, another teacher from my school and I trained as master trainers with the Intel® Teach to the Future program.

Over the next year we trained 30 teachers in the 40 hour participant teacher course. The large number of teachers from our school, who undertook this intensive course, demonstrated their commitment towards developing the use of sound pedagogy to integrate information and communication technology (ICT) into the curriculum, where and when it is most appropriate.

The features that attracted me to the program were the emphasis on:

- sound pedagogy
- ICT being used as a tool for research
- ICT as a tool for evaluation
- productivity.

The teacher support and student support materials created during the course, as well as a variety of student samples including multimedia presentations, a newsletter and a website, were illustrative of the practical nature of the program.

## Senior trainer

Along with Noel Brackenbury, Head Teacher English at Blacktown Girls' High School, I was asked to become one of the first two senior trainers for New South Wales. Teachers from Queensland, New South Wales and Victoria came together in Melbourne to train as senior trainers.

Since that time, I have trained teachers from different regions of New South Wales as master trainers. They have then moved on to train teachers from their own schools, or in the case of small schools, a cluster of schools. Sample Unit plans, developed by Australian teachers who have completed the course, are available from *Intel innovation in education, Australia: unit plans* at <http://educate.intel.com/au/ProjectDesign/UnitPlans/>

In April 2005, I travelled to Penang, Malaysia, to the Intel Asia-Pacific Senior Trainers' Workshop where 30 teachers from ten Asia-Pacific countries shared their experiences and knowledge, as well as their strategies to enhance problem-based learning and higher-order thinking skills. It was an exciting opportunity to work with teachers from many systems; all teachers worked

towards achieving the best learning outcomes for their students.

## Quality Teaching

In New South Wales, discussions about *Quality Teaching* have been included as part of the Intel® Teach to the Future program. The dimensions of pedagogy in NSW public schools are evident in the program and provide a vehicle for meaningful discussion at the school level, as well as providing examples of where teaching and learning programs may be enhanced by the inclusion of the various elements.

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When teachers are engaged in a focused program such as this, where they are addressing issues such as planning, programming, implementation and assessment, it provides an excellent opportunity to examine teaching practices closely in a way not normally seen in other professional learning activities. It also reinforces those successful strategies presently in use in classrooms, while providing resources and strategies to develop new approaches in the use of ICT in teaching and learning programs.

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### **Intel® Teach to the Future and teacher-librarians**

The Intel® Teach to the Future course has provided teacher-librarians and teachers with a common language to use in the collaborative process of programming, planning and teaching. The use of essential unit and content questions, and the use of information literacy skills as well as higher-order thinking skills has been very helpful to teachers in directing students to problem-based learning that requires meaningful use of the library and digital resources. Inquiry or problem-based learning is an effective pedagogy which allows for purposeful instruction in information skills, while providing relevant and engaging learning situations for students.

In most groups that I have trained there has been at least one teacher-librarian master trainer, such as Gillian Maugle, who wrote of her experiences with the Intel® Teach to the Future course in the May, 2006

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edition of *Scan*. Another teacher-librarian, Kate Reid, also wrote in the same edition of *Scan* of her experiences as a participant teacher completing the course. Both writers highlighted how they were able to use their expert knowledge as teacher-librarians to complement the aspect of information literacy, which is an integral component of the course.

The Intel® Teach to the Future program also focuses on the effective use of the Internet as well as print resources, including issues of copyright, plagiarism and identification of authoritative sites. Teachers are encouraged to be selective in their use of digital resources and are taught how to select, bookmark, evaluate and create websites as part of the program. Through pedagogical discussions, teachers from primary and high schools are encouraged to share their experiences and expertise.

The professional sharing that occurs between teachers in technology skills, knowledge of curriculum areas and the variety of pedagogical practices is one of the strongest features of the course. As a senior trainer, I have met many teachers who were willing to share their technology skills while enhancing their own skills in ICT integration into the curriculum, and then to guide their staff in the same process.

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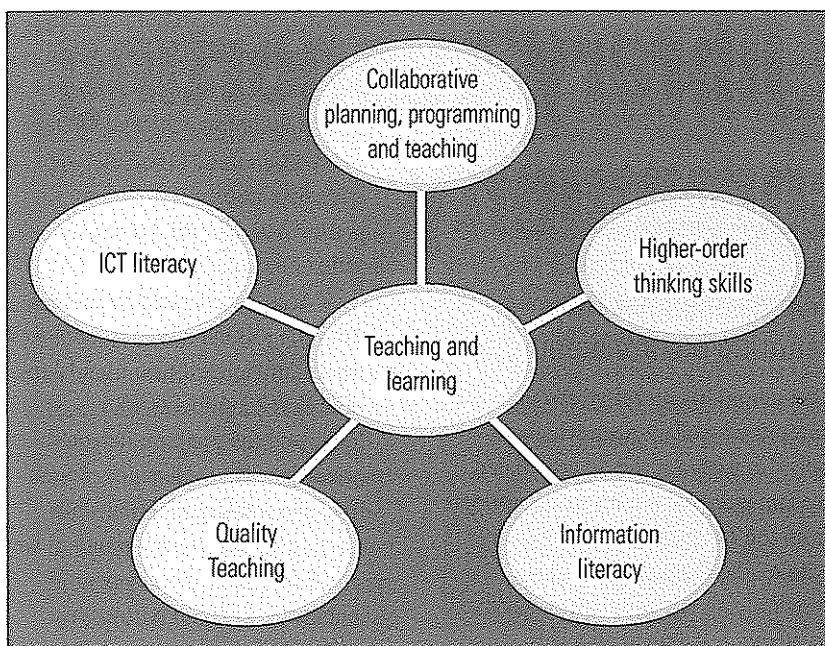


Figure 1 Connecting the elements in the education process

For teacher-librarians, participation in this program, either as a master trainer or participant teacher, assists them to:

- be seen in a leadership role within the school community
- encourage the effective use of information and communication technologies and information skills in the classroom
- focus on the ways students and teachers can use information and communication technologies to enhance their learning through research, communication, and productivity strategies and tools
- emphasise hands-on learning and the creation of units of work and assessment tools
- promote engaging opportunities to work in teams, problem-solve and participate in peer review of their units.

Intel® Teach to the Future

### Where does it all fit in?

The work of teachers and teacher-librarians involves the bringing together of many elements in the education process (Figure 1).

Consideration needs to be given to:

- curriculum content of KLAs, including Curriculum Outcome Groups for primary schools and specific subject areas for secondary schools
- the *Quality Teaching* dimensions of Intellectual quality, Quality learning environment and Significance
- higher-order thinking skills
- information literacy
- ICT literacy
- collaborative planning, programming and teaching.

The use of ICT in our schools and the huge increase in availability of

information to our students has changed our work as teacher-librarians. I believe that it has made our role in schools more vital as the development of information literate students requires a broader range of skills and understandings that cross all key learning areas and are transferable to all learning.

### Where to from here?

As an extension to the original Intel® Teach to the Future course, a pilot program will be held in Sydney later this year. This program, The Intel® Teach to the Future Workshop on Teaching Thinking with Technology integrates ICT, interactive thinking tools and higher-order thinking skills utilising online thinking tools. If the pilot program is successful, this course will be offered in 2007. ■

### References and further reading

- Intel innovation in education, Australia: unit plans* (2005) Intel Corporation. Viewed 28 June 2006. <http://educate.intel.com/au/ProjectDesign/UnitPlans/>
- Intel® Teach to the Future* (2005) Intel Corporation. Viewed 28 June 2006. <http://www.tmd.com.au/education/>
- Maugle, G. (2006) 'Creating a culture of change through integrating ICT', *Scan* 25(2) pp. 7–9.
- Quality teaching in NSW public schools: discussion paper* (2003) Professional Support and Curriculum Directorate, NSW Department of Education and Training, Sydney SCIS 1131553 [For the full range of *Quality Teaching* support materials go to <https://www.det.nsw.edu.au/proflearn/areas/qt/resources.htm#1>]
- Reid, K. (2006) 'Developing a whole school approach to information literacy', *Scan* 25(2) pp. 10–15.

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